The Church School Teacher

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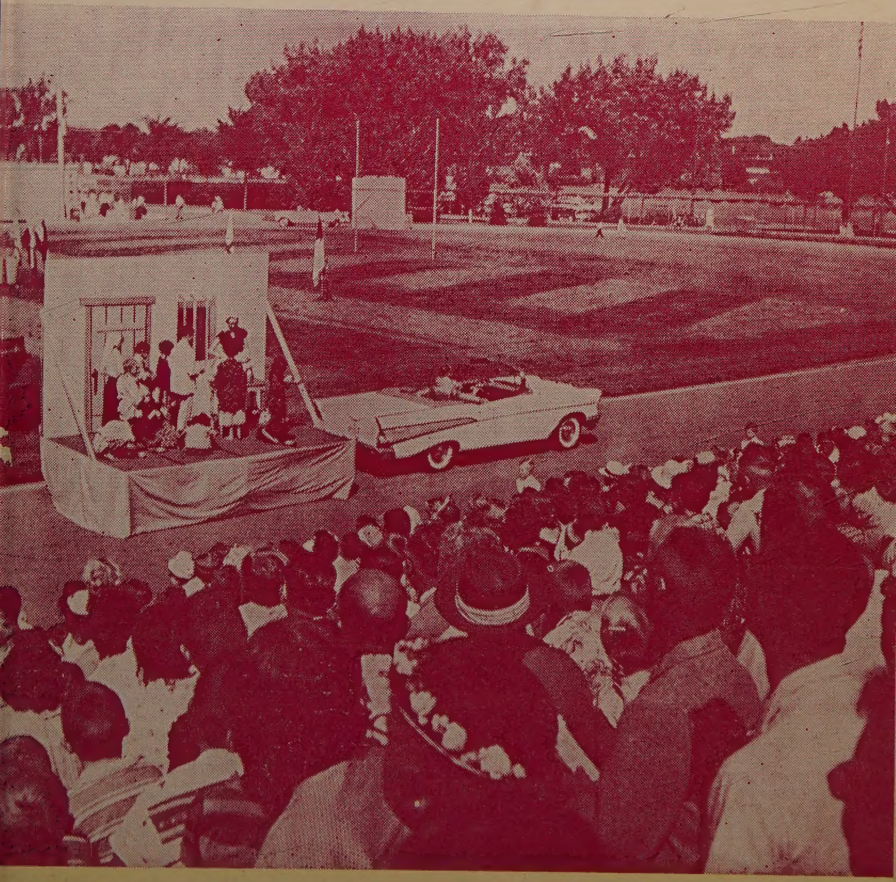

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THE CHURCH SCHOOL TEACHER

VOL. XXVI No. 8
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COVER: *A float from the children's parade at the Lutheran World Federation Assembly. (Photo by Augustana Audio Visual Service)*

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The Church School Teacher

Vol. XXVI OCTOBER 1957 No. 8

Just A Few Words

By Lael H. Westberg

Executive Director
Board of Parish Education
Augustana Lutheran Church

I AM writing this at the close of the Lutheran World Federation Assembly. For ten days we have met—delegates and visitors from all over the world—in a sustained effort to pound out a document for the churches to study these next years and in realistically-optimistic grappling with the problems confronting our Lutheran Church today. I think all delegates and guests went away feeling much had been done.

The Assembly ended on the great green mall of the Minnesota capitol. One hundred thousand people gathered to pray, to sing the great Christian hymns, to hear the choir praise God in glorious anthems, and to be inspired by the dramatic presentation answering the questions of the "critic" of the Church.

Parish education was very evident at the Assembly. For one thing, the outstanding exhibit on parish education drew many viewers. The exhibit was made up of four parts. In one section it portrayed through written word and a tableau of manikins the objectives of parish education. In another was shown the peoples of the world and what was needed to reach them with Christian education. A third section showed what the various churches throughout the world were doing in parish education. The last section was a browsing library of materials for teachers.

Parish educators also had a luncheon attended by more than two hundred fifty persons. Look for Mrs. Ervin Seidel's report about it in this issue. And on the last Saturday there was a great children's rally.

The main sessions of the Assembly did not by-pass parish education

either. One of the eleven commissions of the Lutheran World Federation is the Commission on Education. One business session was devoted to the report of this commission, and the delegates voted to recommend to the LWF executive committee support of the Commission's recommendations for the next five years. These recommendations include a thorough study of confirmation and confirmation instruction, a study of the implications of mixed marriages for Christian education and an exchange of educators between the various countries.

It was the editor's privilege to serve on the LWF Commission on Education during the past five years and to present to the Assembly the commission's report entitled *Toward the Future.* I'd like to share with you a few paragraphs from that report.

Not Impossible

"Several years before the establishment of the Commission on Education one churchman was heard to say to another who had suggested activation of a Lutheran World Federation Commission on Education: 'Commission on Education? With such a variety of educational situations and problems throughout the world how could church educators ever come to any agreement?' So far, however, our Commission has found it quite possible to reduce problems to common denominators. There has been agreement.

A Symphony

"Difference in persons and environment is not something new to the educational workers of the Church. Had God created man a simple melody, precept and example could be administered by some mechanical means, a capsule perhaps. But God has created man a symphony of individual differences. The differences are the elements which make the education process necessary, the stuff with which teachers always must deal.

"The Commission started with a theme basic to the educational work of the Church, namely, 'The Responsibility of the Family for Christian Education.' During the next five years we wish to study the subject, 'Confirmation and Confirmation Instruction.' We want to ask and to find theologically and educationally sound answers to such questions as, 'What should be accomplished in confirmation instruction?' and 'How can the objectives found valid be accomplished?' Personal conversations with delegates to this Assembly have testified to the common need and approval for this study.

"Not only problems common to all the countries should be our concern, however. We must be sensitive to the needs of individ-

ual countries as well. That is the reason for the second study proposed on behalf of Finland and Scandinavia. These countries are experiencing an expansion of the technical and vocational school movement. Some way must be found to reach with Christian instruction the twelve to seventeen-year-old students attending these schools. While principally directed to Finland and Scandinavia this study is not unrelated to our main study, 'Confirmation.' The findings should be helpful to all churches in our modern industrial society.

"A third study, 'Mixed Marriages,' is also suggested. It might be argued that this is a problem for the Commission on International Affairs since civil rights of persons are involved. With this we agree. Our entrance into the study is based on the thesis that mixed marriages are highly detrimental to the Christian education of children resulting from such unions. . . .

"The Christian education program of the Church has come of age. We must no longer pat it on the head and tell it to go sit quietly on its little chair in the corner. We must let it speak out. We must give it opportunity to enrich the Church. This is what Christ in His Great Commission commanded. Believing that the Lutheran World Federation will generously support the Commission on Education we look toward the next five years with confidence and high hopes."

Next month we shall bring you excerpts from the reports of the other members of the Commission on Education. They will also give you the sense of the world-wideness of our task and our parish education brotherhood. Surely we are in an important part of the Lord's work. We must pray and labor with steadfastness and zeal; and we must have confidence in the grace of the great Teacher and Savior.

Director's Column

by R. A. VOGELEY

Executive Director
Board of Parish Education
American Lutheran Church

► **Spiritual Growth in a Growing Sunday School**

WE are well into a new Sunday school year with new classes, and new pupils, and more teachers. What are we trying to emphasize through our Spiritual Growth program? Anything new? No! We are emphasizing the same general purpose which has not changed since the moment Christ gave His Great Commission. We are providing new resources, however, to emphasize that all of us should grow up in every way into Christ; that all of us may grow in true knowledge of His Word and in true obedience to His will.

Study! Worship! Pray!

Witness! Give! These key words focus attention on five important phases of our Christian faith and life. The various resources of our Spiritual Growth in a Growing Sunday School program can be used in many ways. Since this program continues into 1958, 1959, and 1960, we are eager to receive reactions from pastors, superintendents, and teachers who are using these resources. Your reactions will help us and the appointed committee to develop new approaches and resources for use in the fall of 1958.

A Growing Sunday School

Last year our Sunday school growth was the lowest proportionately for a number of years. Our Sunday schools enrolled only 10,995 more pupils. A percentage increase of 3.54. The year before our Sunday school grew by 17,394 or a 5.93 per cent increase.

Our Spiritual Growth emphasis on Bible study and family worship calls for renewed efforts to reach, enroll, and help more members to

study the Bible and to grow spiritually.

Many natural opportunities should help your Sunday school to grow numerically this year.

Because of the higher birth rate in 1954, your nursery class should be larger than a year ago. (Seek the unchurched three-year-olds.)

The preschool department by normal growth should be larger this year than last year. (Seek to enroll other four- and five-year-olds.)

Invite, Win and Help

The junior and intermediate departments by normal growth should be larger this year. Are there other juniors and intermediates in your area who do not attend Sunday school? Invite them, win them, help them to grow spiritually.

Our high school department increased by 2,121 last year. The number of confirmands this year was proportionately larger than a year ago. Our normal increase should be more than 2,000. However, we have almost a fifty per cent potential for growth in our senior high school classes. Make every effort so that your confirmands continue in Sunday school and that more of your high school youth remain in the senior high department.

Last year 26 fewer adults were Sunday school than the year before. Our total gain in confirmed membership was 23,427. Various factors may have contributed to the lack of gain in our adult department. In some churches the parents' class was actually not a parents' class but an adult Bible class. Sporadic efforts were made to enroll parents. The parents who had completed three years of American Uniform Study may have dropped out of Sunday school or may have become teachers. We gained 3,885 teachers in 1956.

This year our adult enrollment should have a very marked increase. With the largest preschool department in history, we now have the opportunity to enroll the parents of these children in a new Bible Story-time Parents' Class. With many children being promoted from the kindergarten to the primary department and with many parents who have not participated in the American Uniform Parents' Class make every effort to enroll parents in one of your parents' classes.

Don't Be Satisfied

For those parents who have completed their study of the American Uniform lessons and for adults who are not enrolled in your adult Bible class, make every effort to strengthen the adult department of your Sunday school. If all of our schools do this, we should have an enrollment increase of at least ten

per cent. That means we can gain 32,000 new members instead of the 10,000 which was our net gain in 1956. We should gain without too much extra effort at least 18,000. Are you satisfied with just ordinary effort?

Our Growing Stewardship

Our Sunday schools have been growing in stewardship education and in their offerings to the work of the American Lutheran Church. Whether you use duplex envelopes or have special offerings for the various causes of the church, discuss how your Sunday school can grow in its stewardship response.

In 1958 the budget of the American Lutheran Church will be increased thirty-five per cent. Will our Sunday school respond by increasing their benevolence giving at least thirty-five per cent?

Women's Groups Sew for Needy Overseas Babies

Lutheran women's groups across the country are turning a fine seam these days—preparing layettes for newborn babies of needy refugee mothers around the world.

To date their handiwork has been sent by Lutheran World Relief to clothe more than 1,200 infants in Korea, Hong Kong, Jordan, Syria and Taiwan.

An additional shipment of 1,000 sets is scheduled sometime in May. Each set contains up to 45 separate articles including two flannel jackets, sweater, cap, nightgowns, booties and diapers.

The Rev. Ove R. Nielsen, assistant executive secretary of Lutheran World Relief, in an appeal for continued support, said the layettes are going to babies who have been "born into abject poverty."

Layettes are collected in this country at the agency's warehouse at Phillipsburg, New Jersey.

—NLC Newsbureau

Teaching the Bible

By FRANK BONANDER

IN dealing with this topic, I would like to consider first certain major methods of teaching the Bible, then several factors helpful in conducting a Bible class.

True Bible Study is not a series of sermons on a portion of the Bible, verse by verse. Bible Study is the mastery of the content of a Book or other unit of the Bible on the part of the teacher who then leads his class to the "discovery" of that content. Or Bible Study may be thought of as a searching for all that the Bible says about a topic, doctrine or problem that the full force of truth may be seen. Thus, a Bible teacher must learn to use his eyes to see ever more fully what the Bible says and train his pupils to do this. Most reading of Scripture is shallow. When once a Bible student has learned the art of really looking, Bible Study becomes thrilling; the Bible truly begins to take on life as never before. As the scientist must learn to observe, so must the Bible student.

The Rev. Frank Bonander is pastor of First Lutheran Church, Worthington, Minnesota. He is chairman of Augustana's Board of Parish Education.

Major Bible Study Methods

Methods of Bible Study may be divided roughly into two categories: inductive and deductive. In inductive study a portion of the Bible, usually a book, is studied directly for its content. Inductive study starts in scripture. In deductive methods, the teacher begins with a topic, doctrine, problem and goes to the Bible to search out all that the Bible has to say about it. The wise Bible teacher will vary his method from time to time.

Most teachers, I believe, use prepared study guides in their teaching. These may be inductive or deductive studies. Good study guides are very helpful. One regrettable practice is found too often and that is that the pupil's book in the hands of the class members becomes the substitute for the Bible. There is

a definite value in the student using the Bible directly so as to become at home with that vital Book. Otherwise the student is never trained in "looking into the Word."

Several Bible Class teachers have expressed the desire to teach the Bible directly. To them may I suggest here one or two simple but effective methods. Good devotional commentaries are needed. These are not to substitute for personal thought on the unit of study. First the Bible unit is carefully studied, then commentaries. To ignore commentaries is unwise, both as a check for correct doctrine and, as well, to benefit by the accumulated study and experience of others.

The Paragraph-Chapter Heading Method

This is a basic system of Bible Study, whether one desires to master the contents of a Book of the Bible for personal study or to teach the Bible inductively. The teacher having done the following for himself, then leads the class in the study of a unit of the Bible in the following way. Taking a paragraph at a time, the teacher writes the reference on a chalkboard. The class reads that portion. The teacher promotes discussion on that portion by asking the class to formulate a "name" for the paragraph. "What happened here?" "What does it say?" "How would you summarize that?" The teacher ultimately writes opposite the reference the "name," i.e., the two, three or four word summary the class agrees upon. It is readily seen that reading and rereading is necessary. The student is trained to "use his eyes." After "naming" the paragraph, the chapter is named. By learning the chapter headings for memory, one can think through the entire book.

This method can be used for almost any age from Junior Confirmation to adults. Naturally the gospels would be the simpler to so analyze, the epistles more difficult. The gospel by John is an excellent book for such a study, especially from the point of view of chapter names. In choosing such, ask: "Who is Jesus in this chapter?" In every chapter there is one major, unique character of Christ brought forth. Sometimes it is easily seen, e.g., the "I ams" of Jesus. Sometimes some other person witnesses about Jesus, such as John the Baptist when he points to "the Lamb of God." Here is a fruitful study of the person of Christ.

Advance Paragraph-Chapter Heading Method

The simple method described above has almost unlimited possibilities for further study. On a

large sheet of paper for personal preparation and on a chalkboard for teaching purpose, let the teacher write in rectangles, one below the other, the paragraph names of a chapter, possibly the next chapter in a second similar column, and other chapters as the unit demands. Then study the layout. Note relations of one paragraph to another, one chapter to another. Note development of thought, sequence of actions. Note connecting words: "therefore," "but," etc. As eyes move back and forth the scriptures take on life. Let one discipline oneself to write down observations made. Meanings otherwise unseen are revealed; applications come to the fore. By carefully worded questions the teacher will lead the pupil to look deeper into the Word.

In the study of the shorter Epistles of the New Testament the paragraph-chapter heading layout could cover the whole book. Thus one can see the development of thought through the Epistle. One may find a verse or phrase which expresses concisely the whole thought and can be used as a "key verse" to the whole Book, a very valuable "tool" in teaching the Epistle.

The Västerås Method

This method had its origin with pastor in Sweden concerned about Bible Study among his people, especially youth, in his large parish. In this method, small groups are advisable, one in the group acting as moderator. Each member of the group reads silently the passage under consideration and places in the margin of his Bible one of the following marks, as occasion demands: a question mark or a candle (dot over an upright line) or an arrow or a double candle. The question mark implies something not understood. The candle indicates a striking idea. The arrow marks a thought that directs itself to conscience, saying: this you ought to do. The double candle marks a verse or phrase which should be learned for memory. After such a period of personal study, the leader opens a discussion by calling for various markings.

The danger in this method is that it can be shallow. Then too, one passage may be considered apart from context. The danger is overcome by the pastor or other qualified teacher counselling leaders who in turn, by carefully worded questions, will lead members of his group to look deeper into the Word. The Västerås Method strongly emphasizes application of the Word to life.

The Topical Method

To take a topic or doctrine or problem and see what the Bible has

to say about it is a common method of study. A concordance and a topical Bible are necessary. Discussion is easily promoted if various passages are assigned to members of the class. The danger lies in being onesided, depending upon the emphasis of the teacher. It can be a very fruitful study for it gives vital answers to vital problems. In doctrinal study it helps a person know why his church so teaches and thus helps the Christian give an answer as to his faith.

Geographical Studies

The teacher will find an interesting method by taking e.g., the mountains of Palestine and compare all incidents connected therewith. A good Bible geography will supply needed information. The grouping of mountains into similar or comparable incidents makes an interesting study. Rivers or other geographical items may be similarly used. The class will learn a lot of Bible facts in such a study. Interesting applications can be made.

Bible Introduction

A teacher will find it personally rewarding and interesting to a class to take a group of books such as the minor Prophets and by means of a good commentary, and the study of a characteristic passage, give the chief characteristic and message of that Book. It is surprising how modern the prophets were.

Procedures

The following are some suggestions found useful in teaching the Bible.

Lesson Plan and Goals. No teacher can effectively teach without mapping out where he is to go and how. Lesson guides provide such but the teacher must make his own map, so as to have it well in his own mind.

Bird's-eye Views. To be microscopic in studies sometimes becomes dull. It is more interesting to see the layout of a city from a high advantage point than to study in detail a city block. The teacher of the Bible should move rapidly, show broad expanses, not spend weeks on one passage. Such a study has a tendency to make the class weary.

Chalkboards and other Visual Aids. The best teaching comes through the eye. There are two reasons. The teacher who has prepared his lesson with a chalkboard in mind is going to have his material better organized. The pupil is going to grasp the ideas more easily. "One teacher plus one piece of chalk equals two teachers."

Promoting Discussion. Though one can travel faster and cover more material by lecturing, it is not as effective as bringing about

class participation. Classes will vary as to participation, some easy, some hard to pull into discussion. Seating arrangements make a difference, for in discussion each member of the class must hear equally well and feel a part of the class equally. Thus a circle helps. The most important factor in discussion is the question of the teacher. He should prepare his lesson in the form of questions. Questions must be clear, above all relevant. A question must be answerable in the Word or in the experience of the pupil. The teacher must not be afraid of silences, though; when these occur, the teacher makes the class sense that there is an answer.

Humor. A good teacher will relax minds by a bit of humor. It helps learning. Since the humor may be remembered easier than serious thought it must be good wit. Certain desired matters are more easily gained by humor than otherwise. For example, a class can be "kidded" into bringing Bibles to class more easily than scolded. So it is with attendance or attention. Sarcasm has no place in the class room.

Vividness. There is usually a story back of a unit of scripture. To reveal it makes a passage take on life.

Applications. Teaching is not preaching. In preaching the emphasis may be on application. In teaching the emphasis is on Bible content. To lead the pupil to make his own application by carefully worded questions or simply by emphatic and clear teaching of the Word itself is good teaching. This is, of course, mainly true in inductive studies. A well directed discussion will lead to effective application.

Buzz Session and Role Playing. This is both enjoyable and effective teaching method—especially in topical studies. The class is divided into smaller groups under a leader to discuss a topic or passage. The leader begins the buzz session by stating the purpose of informing him or another designated reporter what to report at a following plenary session. The plenary session may be in the form of role playing. In this system, two persons are designated to report the session by an extemporaneous skit. In the buzz session the group first advises one, then the other of the two, what to say. Role playing need not be preceded by a buzz session. Such topics as "stewardship" and "teen-age problems" lend themselves to this form of teaching.

Conclusion

It is a regrettable fact that Bible classes are all too few in our churches, though I believe they are on the increase. Here is rich spir-

itual nourishment and fruitful evangelism. These studies offer discussion and therefore mutual help in vital spiritual problems of Christian faith and life. As we pray, study, confer about the Word, blessings shall abound, for His Word shall ever prosper in its tasks (Isaiah 55:10-11).

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Excerpts from a Letter from Tanganyika

Board of Parish Education
2445 Park Avenue
Minneapolis 4, Minnesota
Dear Friends in Christ,

"The Lord hath done great things for us; whereof we are glad."
Ps. 126:3

I am happy to announce that we held the first Triple T school to be held in Iramba-Turuland here at Kinampanda last weekend. Sunday school teachers, plus a few church elders and evangelists, from Ruruma, Ushora, and Kinampanda stations and their outdistricts were invited. There were over one hundred in attendance for the two-day sessions. You might be interested to know what the topics on the program were: "Qualifications of Sunday School Teachers," "Characteristics of Different Age Levels," "90% Teaching," "Handwork Responsibility," "Lesson Planning," a self-dedication service, and two demonstration lessons, one on the nursery level and the other on the junior level. We gave out mimeographed notes on most of the presentations. . . .

We have such wonderful opportunities in our Sunday school work and it's a real thrill to be able to assist in this work. It will be a great day when we have a published course to take the place of our present materials, which are usually a part of some course translated and duplicated weekly by individual missionaries. That in itself is a big job, with the results being a conglomeration of courses and duplication of effort by missionaries at different stations.

God's richest blessings on your work.

Sincerely,
Eileen Nelson, Missionary
Tanganyika, East Africa

That Parish Education Luncheon . . .

. . . es war sehr gut!
. . . det var gott!

by Mrs. Ervin Seidel

YES, it was good to be there! That's how two hundred and fifty people felt about the Parish Education Luncheon which was held on August 17 in connection with the Lutheran World Federation Assembly in Minneapolis. And the subtitle of this article is just a sample of the way in which our menu was written up. Delicious foods such a Sekoitettua hedelmämehua, Hena Voaendy, and Geferner Salat were served. We had fun discovering what we were supposed to be eating—and that to the beautiful harp music of Mrs. Lorraine King Wiklander!

It was interesting to note the response to roll call which was conducted by our congenial toastmaster, the Rev. Lael Westberg, Executive Director of Parish Education of the Augustana Lutheran Church. We were represented by people from 20 different states (plus Texas and Washington, D. C.!), from five different provinces of Canada, and from 10 different countries. One could not help but feel the bond of fellowship existing between all these people who were interested in Christian Education.

The highlight of the luncheon was the presentation by five Christian educators from five different countries. In trying to determine how to best arrange an interesting meeting, the program committee wisely decided that we would gain the most if we could hear what other countries were doing in the field of Parish Education.

Rector Bjarne Hareide was our first speaker. He comes from Norway and is the Chairman of the Lutheran World Federation Commission on Education. Rector Hareide explained that since Norway

Mrs. Seidel, whose husband is pastor of the American Lutheran Church at Wausau, Wis., is active in parish education work both on the local and national levels.

has the state-church system, the major proportion of Christian education is conducted in state schools. This includes the elementary school, high school, the two first years of college and teacher training school—in fact, all schools except vocational and technical schools. This set-up presents problems since not all teachers who must teach Christianity are Christians. That is why the Institute of Christian Education of which Rector Hareide is the Executive Secretary has made an effort to help the state school teachers.

Norway also has Sunday schools. In the past these have been worship services for the children, but now there is a determined effort to make a school of this hour rather than a worship service. The pastors also conduct confirmation instruction. However, Rector Hareide reports that not sufficient time is given to this program. He felt that the programs of the Sunday school, the confirmation period and the junior work among the youth should be co-ordinated and intensified so that Norway will have a more adequate program of Parish Education.

Our next speaker was Bishop Martti Simojoki of Finland. He also is a member of the Lutheran World Federation Commission on Education. Bishop Simojoki reported that since Finland also has the state church, the problems and opportunities for religious education are much the same as in Norway. He makes a point of meeting with all state school teachers. They discuss not only Christian education, but all phases of education. This is done to foster a better understanding of the aims of religious instruction.

Bishop Simojoki especially stressed the importance of a religious atmosphere in the home. Finland has a slogan, "Learning to be." They feel that the education of a child must begin one hundred years before the child is born. "To try to help parents at home live a spiritual life is the most important task of Parish Education," said the Bishop.

Professor Kurt Frör of Erlangen University gave the report of conditions in Germany. He said that Germany has no free church such as we have here, no state church as is the case in Norway and Finland, but rather what is known as the people's church. Germany has very few Christian day schools, only on the high school level. All state schools have two to four hours of religious instruction, the time

element varying in different sections of the country. Since 1945 endeavors have been made to bridge the gap between the church and the state. Religious visitations are made to the schools to give help in this area.

The churches in Germany conduct children's services which compare with our Sunday schools. Professor Frör said that they would be happy if they had the system of Sunday school which we have in this country. He is convinced that the religious instruction conducted at the state schools cannot replace the Sunday school. For the religious education of adults evangelical academies are held in Western Germany.

Professor Frör reported that in the East Zone the system of religious instruction is different. Since this area has been controlled by the Communist government, the church has had to train 12,000 laymen to take care of all the religious instruction. This training has been very meager and thus the children are poorly instructed. Added to this the salary of the teachers has been so inadequate that many of them have had to seek other employment. He said that the churches in the East Zone are struggling for their youth and asked that we remember them in our prayers. As Professor Frör would say, Parish Education in Germany is a real "challenge."

The Rev. Elirehema Mwanga, who at the present is studying in the States, reported on the situation in Tanganyika, Africa. Tanganyika with its 200,000 Lutherans has three types of schools. There are the mission schools conducted by missionaries, the native schools conducted by Africans, and the central government schools conducted by the British government. The Bible is taught in all these schools. A difficulty in establishing a good program of Christian education exists because so many children are eliminated from school through examinations. The enrollment in grade four is 8,000, in grade five it drops to 600. Thus many children are not only deprived of schooling, but also of their religious instruction. To counteract this situation a Bible school with an enrollment of 80 male students has been established. This school has served to strengthen the church from within.

Dr. Walter Freed of Washington, D. C., gave the report on the situation here in America. Dr. Freed is the Chairman of the Central Committee of the Long Range Program in Parish Education. He said that since we here have a separation of the church and state, the religious education program is conducted on the parish level. The church works in four areas: the Sunday church school, the weekday church school, the vacation church school, and the home program. Dr. Freed briefly reported on the Long Range Program of the churches of the National Lutheran Council. He told us of the four phases of this program which were discussed in a previous article of this magazine.

I'm sure that all of us from America couldn't help but leave the meeting with a prayer of thanksgiving for the opportunities which are ours for Christian education. And that was closely followed by a prayer for strength and willingness to accept the accompanying responsibilities.

He is truly great who hath great love.

First keep thyself in peace, and then shalt thou be able to make peace among others.

He enjoyeth great tranquility of heart that careth neither for the praise, nor the blame of men.

If you wish to rise to this height of perfection, you must begin manfully and lay the axe to the root in order to remove and destroy all self-seeking and all secret attachment to all temporal goods.

And the more a man dies to himself, the more he begins to live unto God.

It is better to have a little knowledge with humility, and a moderate understanding, than a treasure of knowledge with self-conceit.

Perfect triumph is the triumph over self.

From The Imitation of Christ

Give Yourself in Study and in Teaching

by Charles Sandrock

"GIVE Yourself." This is the theme for emphasis throughout our Sunday schools in October.

Before one can give himself in the Christian sense, he must first realize that Christ gave Himself—gave Himself *for us.* He must be convinced that "there is none other name under heaven whereby we must be saved." When one is convinced of that himself, then he has something to teach, and he has the motive for teaching. If one does not believe implicitly in the fundamental Christian doctrine, he ought not to presume to teach, nor ought he to allow himself to be prevailed upon to teach. Jesus did not develop techniques of teaching, but He did seek to send into the world a core of convinced, consecrated teachers, who, having found the Savior themselves, could not refrain from telling others: "We cannot but speak the things which we have seen and heard."

Having received the gift of faith ourselves, we will want to give of ourselves that others may have it too. One of the ways in which a church school teacher will give of himself (or herself) is *in study.*

"Mommie, what are you doing?" said a little girl to her mother who had open before her on the table the Sunday school lesson, the Bible, and some other books. "Why, I'm studying my Sunday school lesson," said the mother. "But, Mother," said the little girl, "Do you have to study too? I thought only the children had to study!"

That is doubtless the thought of a great many children, who never have considered that a teacher has to study. Perhaps there are teachers, too, who take the attitude, "I don't need to study; I know something about the Bible

The Rev. Sandrock is pastor of St. Paul Lutheran Church, Grosse Point Farms, Michigan.

and Christian living; I can talk to a group of small children without any special study."

But when one realizes how devious are the paths to the mind, how tightly-closed the door to the heart, how restraining the bonds of the will, he will not be content with anything less than the best possible preparation to assault the citadel of the soul. And when one thinks upon the small amount of time given to religious instruction in the course of a week, nothing but the most careful use of the allotted time will be allowed.

Start on Monday

There is, for one thing, the study of next Sunday's lesson. Let me simply recommend that the start on the preparation for next Sunday's lesson be begun early in the week. Take a glance at the text on Monday; get used to the ideas suggested there; let them "ferment" in your mind. It is amazing how the facts in the story fall into place, how related Bible passages and incidents come to mind, how pertinent experiences suggest themselves. There is an "uncluttering process" subconsciously at work, lifting out the vital and significant values; and there also is an "accumulative process" at work, bringing to the subject additional related ideas and concepts. Each time you go to the lesson for additional preparation, a new facet appears, until by the end of the week you are aglow with luminous thoughts.

In addition to such private study of the lesson, there is the public study of the Scriptures such as is offered in mid-week Bible classes or in church school teachers' meetings. Whether related directly to next Sunday's lesson or not, Bible study in a class with other interested students ought to be a regular part of a teacher's on-going preparation. Indeed, there is something to be said for Bible study other than that upon the lesson to be taught next Sunday. To be "spoon-fed" may be the most that can be expected of "babes" requiring the "milk of the Word." But we ought to advance to the place where we can take the "meat." There is far more to Bible study than the discovery of truths applicable to children. Next Sunday let's do some mature, adult study of the Scriptures, and both ourselves and our children will profit.

Give Yourself

Then, having prepared the lesson, or, better, having prepared the teacher, the next thing is *to teach*. A teacher must give himself *in teaching*.

It is literally true that a teacher gives *himself* in teaching. Teaching is exhaustive work, as any public school teacher well knows. The

hour that you spend before your class on Sunday morning may well be the most consuming hour you put in all week.

Rewards

But it also ought to be the most rewarding. Those rewards will come in many ways. Not least among them will be the development of your own range of knowledge and the strengthening of your own convictions. "The teacher learns the most" is an expression which any teacher can verify. Then there are rewards of another kind—the rewards that are to be observed in the lives of your pupils next week, or next year, or when they go away from home maintaining the Christian habits they learned at Sunday school, or when they establish homes of their own upon Christian foundations, or when they turn their back on a shady business transaction because Sunday school they learned it was wrong, or when they appear in the House of God with their own families, or when they take their places on the church council or on the evangelism committee. Without pride or vain glory, you have the knowledge that you had a part in the process of mediating to them the grace of God.

That will be the objective of every earnest Sunday school teacher. How best to achieve that end is the problem. Let me suggest that to achieve an objective you must keep it in view. Keep in the background of your mind the picture of renewed people; you are teaching boys and girls, young men and young women to develop into mature, Christian personalities. *You are teaching people, not a lesson.*

To a Person

That statement needs to be understood. There is a sense in which you are teaching *a lesson*. But that is not your ultimate objective. Your intention, your aim is to teach a lesson *to a person* with the result that he become more Christlike. We are living in an age of technical aids, many good ones also in the field of education. But to reach the person, another person is required. You must know something about your children, the things they are seeing and hearing and reading; you must be able to sympathize with their problems; and then you must be able to apply the lesson in such a manner that they will be benefited. Not merely to get across the facts of the story, but to apply the point of the story in such a way as will benefit the pupil—this is the objective of Christian teaching. The test of your effectiveness as a teacher is not whether or not your children know how many people were saved

in the ark; but whether or not they know that salvation is an act of the God of grace, and whether or not they have experienced that salvation.

In other words, teaching must be aimed not merely at the development of knowledge but at the enlargement of experience. In many fields, notably in the field of nursing education, it is "experiential" teaching that is being emphasized. The child should be encouraged "to learn by doing." He has come to Sunday school not merely to hear the Christmas story; not merely to be able to say that Jesus was born for me; but to experience the "joy and peace in believing." He should be taught to live daily in that faith and to experience the glorious consequences. And he should be encouraged to share those experiences with his fellows.

To give yourself to that end may well be the most significant activity in which you can be engaged this side of eternity.

Quotes from Bishop Ignatius of Antioch, about 98 A.D.:

"It is better to keep quiet and be real
than to chatter and be unreal."

"It is a good thing to teach, that is,
if the teacher practices what he preaches."

"We have not only to be CALLED *Christians*
but to BE *Christians."*

"All of you, love one another with an undivided heart."

The Primary Department

by Ella M. Osten

THE PRIMARY department of the Sunday church school is composed of boys and girls whose ages range from six to eight years inclusive. The Sunday school year begins in October. A child is enrolled in the primary department in October of the year he reaches his sixth birthday. He will spend three years in this department.

The girls and boys of the primary department are in the first three grades of the elementary school. A knowledge of the characteristics of this age group and of the skills they are acquiring will help the Sunday school teacher to work with them effectively. Let's take a look at this age group as they go about the business of growing up.

Weekday—Sunday

The fall of the year is an exciting time for the six-year-old. In September he enters the first grade. He is big enough to go to school all day. He will be acquiring some new and important skills. Soon he will be able to recognize some words and begin to read. He is interested in books. His attention span is short but he is learning to concentrate for longer periods of time when something is especially interesting to him.

When he has been in school for about a month, another new experience awaits him. He is promoted to the primary department of the Sunday school. This means for him a new teacher, a different room, new lesson materials. Naturally, he will look for and need a similar environment as the one which helps him to feel at home and be a part of his public school group. Consider some of the factors which are important to a primary child.

On Sunday Morning

The room to which he comes is a pleasant place to be. Furniture is scaled to his size. He can easily see the pictures on the wall. Some-

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one is there to talk to him when he arrives. There is a place for his wraps. Soon he and the others who have arrived are busy. There is always something interesting to do, to see, or to talk about. It may be a picture or some books to look at. Sometimes there is a new song to learn. The change of seasons, the festival days, and God's gifts of sun, rain, flowers, friends, school, and home provide interesting topics for conversation. Under the direction of the alert leader the group soon assembles for a brief period of worship.

The leader picks up the Bible and reads from it. The six-year-old knows about the Bible, he has heard stories and verses from it in kindergarten. Now, however, he has a new interest in it. He is learning to read. He watches as the seven or eight-year-old reads from it. Can he read some of the words in the Bible? He wants to hold it and read from it too. Will his teacher be sensitive to this desire and provide the opportunity?

Using Acquired Skills

The primary child is interested in new words. He hears some in Sunday school which he would like to be able to recognize in print. What a satisfaction when the teacher prints such words as "God," "Jesus," "Savior," "Nazareth," "Sabbath," on the board or chart. He is helped to find them in his lesson leaflet. Soon he is able to find them in the Bible as his teacher shows the class where the story or the memory verse is written. Before long he will express the desire to have a Bible of his own. Teacher, will you help make those concerned aware of this?

This a Primary Can Do

There are other things a primary child can do. He can tell others what he thinks by drawing his picture and telling the class about it. The six-year-old will soon be able to print some words on the board or beneath the picture he draws. He and his classmates can compose a story concerning a recent experience, such as a trip into the church. They learned about the big Bible used by the pastor. They looked at the altar and other furnishings at the front of the church. They sat in the pews while the organist played for them. They sang one of their songs and knelt to pray. With the help of the teacher they now "write" their story on the story chart. One of the drawings they had made is used on the chart. By the time they are eight, they will be writing simple stories of their own. The teacher can make use of this skill and use such stories as a means of review.

A primary child memorizes quickly. He enjoys the sound of the words as the verse is read. He

is interested in rhythm and enjoys the songs that are being learned. As the class talks about the song or the memory verse, he can build pictures in his mind. His imagination is keen. The pictures the teacher uses and the explanation he gives stirs the child's imagination to greater activity. Teacher, are you helping them to use their minds to ever greater activity?

Speak Distinctly

A primary child enjoys repetition. The Psalms, the Bible verses, the stories, and the songs used should be repeated many times. A child absorbs many of the expressions he hears. The teacher needs to be careful to speak slowly, distinctly, and with expression to help the child to appreciate the beauty of the Bible language. He is developing the ability to express himself in prayer and praise. By the time he is eight he can write simple prayers and verses of his own.

The primary child observes many things that go on about him. People interest him. He likes to imitate them. The conscientious teacher realizes the importance of his example. He is frank and honest with the children. He encourages his group to work together and to help each to do what is right. Mistakes are frankly recognized and all strive to improve. In such an atmosphere the primary child learns to respect the rights of others, to appreciate any honest effort, and to recognize his responsibility toward the group.

The primary child's reasoning power is beginning to develop. He is growing in independence and likes to assert himself. Conversation and discussion about the lesson in which he is asked to express what he thinks is a way of guiding his ability to think for himself. The wise teacher will recognize that telling the story is not enough. There must be time to talk about it, to ask questions, to determine what is right.

A Flexible Schedule

The primary child's physical characteristics need to be considered also. The developing muscles need action. It is unnatural for the child to sit still for a longe period of time. There should be variety in the morning's schedule to permit moving about and frequent change of position. Sometimes an unusually restless child can be helped by giving him something to do such as passing out material or other simple tasks.

The best advice for each teacher is: Know your pupils. Study each individual, strive to know what his abilities and interests are, know his limitations. Then seek to meet his needs with genuine interest and sympathetic understanding.

● *A Series of Six Articles on Psychology*

Learners All

by Gerhard H. Doermann

YOU, the leader, as well as the members of your church school class are all learners. Not only do all of us learn throughout life, but we all learn in the same way. The equipment for learning, with all its variations and degrees, is basically the same. We can learn to understand our learners more fully by reading articles and books on psychology. This will give us a background in the light of which we then can apply ourselves to the more specific task of learning to understand more adequately our own specific group learners. We can do this by careful observation and by keeping an adequate record of each learner's growth. We can also add to our understanding by observing self, by introspection.

In this series of six articles no attempt will be made to outline the entire field of psychology. It is too big! It has too many ramifications! Nor are these articles an introduction to the subject, for many of you have had courses in this field. Let us rather call this series a review of the implications of psychology for education, and specifically Christian education. In this first article the attempt will be made to emphasize the important fact that the whole person, the total learner, does the learning regardless of what facet of personality is primarily involved in the learning experience.

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Psychology

"Psychology," says Hildreth Cross,* "is the study of the whole man (or organism) affecting and being affected by his total environment." This is a good definition. For psychology is a study not only

of what goes on in the mind of man, or in his soul or spirit, but also of how the things that the mind works with get into the mind. Such things are the facts, precepts, and ideas which are the material for thought. It is furthermore concerned with the outcomes of these thought processes as they exhibit themselves in the actions of the learner. This external behavior is the result of drives and needs within the person, modified, balanced, organized or strengthened by his thought processes.

In every observable action then the total person is involved (perhaps with the exception of autonomic, internal action and purely reflex actions). Man's total behavior, his inner mental and spiritual activities as well as his observable action, are the activities of the *total person.*

Psychology Is Important

Educational principles apply to all learning, not only to so-called secular learning. God uses the channels He created also in the process of Christian education. He does not disregard or by-pass them. This makes the subject of psychology an i m p o r t a n t one for the church school teacher. The more we understand human nature, the more we learn how our pupils are affected by and in turn affect their total environment, the better Christian teachers we will be. The total environment includes God, His revelation, and the Church. It is our task to be more effective and efficient instruments in the hands of the Holy Spirit as we strive to lead our learners into closer fellowship with Him. Since God uses the created channels of learning to develop this fellowship, it is our task to understand these channels. So the Christian teacher is a life-long student of psychology.

Man Is God's Creation

When God created man, He made him in His own image (Gen. 1:26, 27). He fashioned a body for him, and then gave him "the breath of life" (Gen. 2:7). Man is endowed with wonderful potentialities as a result. Even if it were possible to do so, it is not our purpose to determine how many or which of man's powers are due to the "soul" or "breath of life," and which are due to the functioning of the body. *Body and soul work together by God's own creative design.* They work together in a wonderful and inexplicable way. Both body and soul are necessary to thought, to emotions, to the activities of man. When man thinks or when he reasons, the total person is active.

Man as created had no flaws. He was capable of growth, but not of undesirable growth. Man was

good. He was righteous and lived in full communion with God. He not only *could* do right, but he *did* what was right. His will was in perfect harmony with God's will. His purpose in life was to do the will of God. Man had wisdom and understanding. He could think and plan and exercise right judgment. He was balanced, in control of himself and his drives and needs.

Man as created by God was a highly intelligent and moral being. But sin spoiled God's wonderful creation. Man lost the perfection of God's image. He was no longer righteous, but a sinner. He was no longer a friend of God, but an enemy. His intellect was darkened and his emotions were out of control. Sinful, unwise or foolish desires prevailed over judgment. Unregenerated men "became futile in their thinking and their senseless minds were darkened" (Romans 1:21).

Image Not Lost

The image of God, however, was not lost. Its perfection was lost. In God's wisdom restoration was still possible for fallen man. Because of the atonement of Christ regeneration was made possible. New life is given man when, through the working of the Holy Spirit, he is led to faith in Christ. Harmony is restored between man and God and *the foundation is laid* for growing into the fullness of "the stature of Christ" (Eph. 3:14).

The Purpose of Christian Education

It is the prime purpose of Christian education *to nurture the new life!* It would be interesting to know just how the regeneration of man affects the intellect, the emotions, the drives and needs of man, and the balance between them. It would be interesting to know just how efficient man's mind might have been if there had been no fall into sin. But such speculation is not our purpose, nor the purpose of Christian education. Nor is it our purpose to distinguish between Christian education and evangelism. Both are involved in both spheres of Christian endeavor.

Our purpose in this article is to emphasize that God's highest creature, man, acts as an entity, as a unit personality. In our endeavor to guide growing persons into fuller communion with God and to develop their own regenerated personalities to the highest degree possible, we are dealing with the total person! All the God-created channels and laws and principles of learning must be understood and utilized by the effective Christian teacher.

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* *An Introduction to Psychology*—Zondervan Publishing House—1952.

Have You a Hobby?

By Florence Duncan Long

MOST churches like activities in which all of the members, men, women, young people and children may participate. If your church is looking for a festive occasion which will promote interest, friendly co-operation, and sociability, you will enjoy hearing about this one which was held recently in a church in Los Angeles, California. They called it The Fall Festival and Hobby Show, but the name is not important. It was sponsored by the Primary teachers of the Church School with other groups and individuals assisting.

The program began at three o'clock in the afternoon with registration. A book display came next with two teachers representing the Cradle Roll and Junior Department in charge. Then followed a get-acquainted time and family games on the playground.

After this was the hobby display, and what a delightful surprise it proved to be!

Top honors went to two families with young children for hobbies in which they could all have a part, such as rock collections, making homemade games, sculpturing, painting, etc.

Ribbons were awarded to individuals for outstanding photography, crocheted tablecloths, needlepoint, hooked rugs, home-grown orchids, embroidery work, flower arrangements, a lamp made from branches of a tree, and an ingenious brazier for a barbecue. Perhaps the most delightful of all of the hobbies were the homemade cakes and pies baked by teen-age girls. Many people were pleasantly surprised to see the hobbies and talents of their fellow church members.

A delicious spaghetti supper was served, with the dessert being the pastries baked by the teen-age girls for the hobby show.

While seated around the tables a "singspiration" was led by a young ministerial student and his wife.

The brief worship service which followed was prepared and led by members of the Adult Bible Class. A short talk was given by their teacher, and a meditation by the chairman of the Religious Education Committee.

The clean-up committee was everyone present, so the work was not arduous for anyone helping.

In what better manner could families spend a happy afternoon and evening sharing interests and friendly sociability with their friends?

Me!

You remember the ancient quip about the school teacher who asked, "What is in our world today that wasn't here fifty years ago?" Imagine her surprise when the irrepressible Johnny piped up, "Me!" Well, Johnny had something. And the world had something too—Johnny. A Johnny that was different from all the millions of Johnnies ever born. If God made us different it's foolish to try to be someone or something other than one's natural self.

Be yourself. Quit posing as someone other than yourself. "Stir up the gift that is within you." Be natural. Only thus can you make your greatest contribution.

GASTON FOOTE in *Footnotes*

News from the Northwest

by JOHN B. DARRAH

WHEN delegates from the congregations in British Columbia, Washington, Oregon, Idaho, Montana and Utah met in convention at Zion Lutheran Church, Salt Lake City, last April, many of those in attendance had come from distances of hundreds of miles. The Columbia Conference covers a vast area which also gives it some problems peculiar to it as compared with more compact conferences of the Church.

Within the Conference boundaries where faithful pastors and lay members of the Church are witnessing to their faith in Jesus Christ are areas populated predominantly by those of religious persuasion which names the name of Jesus Christ but is not recognized by the main branches of the Christian Church as even being Christian. Also within the Conference boundaries are areas having the lowest Church census found in the United States. Some rural areas are only 1% churched and metropolitan areas have only one out of four affiliated with any organized congregation (this includes everything within the category of organized religion).

In making a report to the convention the Chairman of the Conference Commission called attention to the statistical report submitted by the Conference president, Dr. S. L. Swenson. Progress was general in the field of parish education. Church school enrollments are larger as are also teaching and administrative staffs. More revealing is the increased number of congregations which have regular Church school staff meetings and provide teacher training courses for new staff members as well as those with previous experience.

Of the sixty-eight congregations reporting all but three have regular staff meetings. Nearly two-thirds provide teacher training. Both of these figures should be 100% but progress has been made, and that is due largely to the continuing efforts of the synodical Board of Parish Education, the Conference Commission, and the splendid co-operative response from

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the District Directors and the local congregations. Lasting benefit has been derived from the visits of the synodical staff members who have conducted district (or area) workshops and visited each local congregation to meet with the parish pastors, superintendents and other Church school staff members.

Our Conference Commission now numbers three members: Dr. Kenneth Erickson of Portland, a high school principal, chairman; Mr. Jordon Moe of Seattle, an elementary school principal; and Mrs. Marlyn Larson of Nampa, Idaho, a pastor's wife and formerly a staff member of the synodical Parish Education Office and a public school teacher. Pastor John B. Darrah of Seattle is an advisory member of the Commission.

This small Commission meets at least twice a year and handles other business pertaining to its work by use of the mails. Once a year the District Directors of Parish Education (we have six districts) meet with the Conference Commission to evaluate what has been done and to plan for the future. It is the District Directors who work closely with the leaders of the local congregations.

Superintendent's conferences throughout the Columbia area proved of much value. The "sharing of mutual woes"—limited facilities, inadequately trained teachers, too many pupils for the classrooms, etc., plus those minor disturbances which seemingly occur in most Church schools—gave opportunity for unburdening. Knowing that "our situation is no unique" in the attendant problems of parish education lessens any feeling of self-pity and defeat.

In subsequent issues THE CHURCH SCHOOL TEACHER *will run news articles from the various areas of both Augustana and American Lutheran Churches. The parish education news from ALC churches in the Northwest did not arrive in time for this issue. Next month we will be hearing from both ALC and Augustana churches in Canada.*

The Positive Values

But the positive value came a general superintendents, department superintendents and leaders as well as class teachers met t share in free discussion, and lear from the experience of others ho some problems were being met, c at least lessened in intensity. Whe the conferences extending over tw day periods came to a close with out exception the evaluation w made—"When do we have a other? We have only scratched th surface in our discussions."

Planned for the late summer

early fall are district workshops concentrating on visual aids. They are intended to demonstrate the use of various visual aids especially adaptable for use with the different age levels. As far as possible the demonstrations will be correlated with the teaching materials of the fall quarter.

Co-operative Schools

Several congregations within a district or smaller geographic area have pooled their resources to form co-operative film libraries. The main effort here has been to purchase filmstrips that will be usable and valuable for the local congregation in teacher training. Because of distances involved and their comparative isolation this is the best means of teacher training for some congregations. Effort is made within the metropolitan areas to form co-operative training schools, where possible, crossing synodical lines. Though the Conference Commission does not direct many of these "training schools" it highly endorses such and gives encouragement to all congregations to use them.

Augustana congregations are co-operating with the United Lutheran Church in the family camp at Lutherwood on Lake Samish near Bellingham. Congregations of the immediate vicinity (Mt. Baker District) co-operated last year.

This summer the invitation includes the entire Columbia Conference with emphasis upon the congregations of the coast districts (Mt. Rainier and Portland).

The Conference Commission has been interested in promoting a "family camp" as a rewarding experience of training as well as rich fellowship. Securing the right facilities has difficulties, financially and otherwise, so the invitation of the United Lutheran Church was readily accepted.

Districts which own or have the use of camp facilities have been encouraged to include family groups in their summer program to strengthen the Christian knowledge and bonds of fellowship within the Church.

As soon as more definite information is available on the forthcoming Lutheran hymnal, the District Directors of Parish Education will arrange area workshops for organists, choir directors and choir members, pastors and parishioners, to present the new hymnal with its orders for the liturgy and the correct singing of the hymns.

Many Columbia Conference con-

gregations recently have been or are facing major building programs, both of worship centers and education facilities. The Elim congregation of Brush Prairie, Washington, has made notable achievement. They now have their parish education unit in use. It has 14 classrooms in addition to the huge auditorium, stage, kitchen and fireside room. Financing was arranged through a local bank with members of the congregation pledging a dime or more a day until the building is debt free. This is expected to be accomplished in two years. Cash outlay was about $20,000.00 though the estimated cost if contracted was $75,000.00. Members contributed 90% of the labor totaling 17,000 man hours of work. This is a rural congregation with 110 members.

Pastor Enoch Englund of Brush Prairie writes concerning the Church school children who "have the joy of contributing to the building improvement of the parish unit. Duplex envelopes with one side for building fund are used. Through the contributions of the pupils 100 folding chairs and an organ have been purchased. When the children are made aware of what their contributions have done they become more enthusiastic in their giving."

From Butte, Montana, where John Nasstrom is pastor, comes this report: "We have had a branch Sunday school, hence have had to have a double staff of teachers. The branch Sunday school is in the area where we have started construction of the new church. We are contemplating another branch Sunday school working out of the new church into another area of Butte that is a poorer section. This area has no Protestant Church."